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ABSTRACT

Five units are designed to assist kindergarten teachers in developing and implementing social studies programs which focus on introducing children to the world, its resources, and its peoples. Designed as a readiness program to help prepare kindergarten children for the primary grade social studies program, these units identify instructional activities and resources that correlate basic map and locational skills with global awareness objectives. The five units are: (1) earth as the home of people--the child's immediate physical world; (2) our global earth--distinguishing between land forms; (3) a home of varied resources--diversity and interdependence; (4) people change the earth--human changes in the neighborhood and community environment; and (5) a world of many people--readiness for learning about families around the world. Activities involve the students in discussing stories read by the teacher; taking field trips to supermarkets and hardware stores; working with maps, globes, and compasses; analyzing television weather reports; contemplating family photographs; and modeling representations of topographical phenomena. Each unit contains an introduction, objectives (concepts, generalizations, and skills); a listing of educational media (charts, books, films, sound filmstrips); and suggestions for teaching. Introductory information includes information to classroom teachers about various ways of using the units in kindergarten, availability of materials, and suggestions for responding to questions kindergarten children frequently ask. (Author/DE)

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KINDERGARTEN SOCIAL STUDIES PROGRAM

Teacher's Resource Guide

SP 010 653

Charles L. Mitsakos

Coordinator of Social Studies

This guide is adapted from materials developed by the Project Social Studies Curriculum Center at the University of Minnesota under a grant from the United States Office of Education.

A NOTE TO THE CLASSROOM TEACHER

This Teacher's Resource Guide is composed of a series of five teaching units. They have been designed to serve as a readiness program and so have been articulated with the social studies program that is taught in our elementary schools. These units have also been designed with Chelmsford's kindergarten program in mind and thus should be easily adaptable to your classroom setting and organization.

A kit that includes the key trade books used in the units as well as other critical materials has been provided for each kindergarten teaching station. The other trade books listed in the units may be obtained from the library in your school. All other materials in the media list with the exception of films and sound filmstrips are available in each building.

Before you begin it is strongly recommended that you skim through the entire series of units to get a feeling for the program as a whole. You will discover, for example, that the last unit is designed to be implemented throughout the school year to introduce children to the world and its people. This last unit also contains suggestions for using a series of 16mm films that respond to a series of questions that kindergarten children frequently ask.

Feel free to add your own suggestions and materials to this resource guide.

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EARTH AS THE HOME OF PEOPLE

UNIT I

INTRODUCTION

Kindergarten children, in order to develop the concepts and skills listed as goals of this set of units, will need to relate the geographic concepts to their own understanding of that physical environment with which they are familiar. With this in mind, the introduction to this unit focuses on the child's immediate physical world. Children study their environment in order to develop concepts and make symbols meaningful, rather than to become more familiar with the "here and now."

Once the base of understanding is established children can begin to relate this knowledge of the familiar to the unfamiliar. They will have a conceptual framework with which to organize many facts that are presented in future units. They will be able to sharpen their skills and modify those concepts they have.

Given these assumptions the introductory section of the unit will be geared to having the children:

1. Learn the meaning of specific geographic concepts.

2. Develop observational techniques.

3. Develop a knowledge of map symbols through using their own primitive geographic symbol system as well as the more traditional ones.

Once this portion of the unit is completed it would be important for teachers to save the materials developed (either through storage or by taking pictures of materials). They will constantly refer back to them in comparing facts about other places with what the children have learned about their own immediate environment. In the usual introduction to school, the children will have received some orientation to space (e.g. relationship of kindergarten classroom to the rest of the school, the relationship of various pieces of furniture in the class to the total classroom, the travel patterns of the children to and from school). These experiences will provide some introduction to the geographic concepts to be developed and should be referred to by the teacher.

OBJE[illegible]

This unit should make progress toward developing the following:

Concepts

1. Map
2. Diversity-variability
3. Pattern
4. Spatial location (site, position, situation).
5. Change

Generalizations

1. No two places are exactly alike. Each place looks somewhat different from other places.
2. Things can be located at specific points on the earth's surface.
3. Places can be located in relationship to where we live in terms of their distance and direction.
4. Unevenly-distributed phenomena form distinctive patterns on the map.
5. People change the physical environment.

Skills

1. Gains information by observing the world around him/her.
2. Gains information by using models.
3. Compares distances (in general terms such as longer, shorter, or the same).
4. Has a sense of direction.
   a. Determines cardinal directions by looking at sun.
   b. Determines cardinal directions by using compass.
   c. Notices directions in relationship to own home.
   d. Notices directions in school and neighborhood.
   e. Uses landmarks in his locality to determine directions.
   f. Uses compass rose on map to recognize directions.
   g. Orients map in terms of direction.
5. Understands the use of symbols to represent reality; interprets symbols.
   a. Identifies simple pictorial and semi-pictorial symbols.
6. Visualizes image of simplified map pattern of town or neighborhood.

EDUCATIONAL MEDIA

CHARTS

Map Symbols and Geographic Concepts Charts.

BOOKS

Brenner, B., Barto Takes the Subway. New York: Knopf, 1961.

Brown, Margaret Wise, The City Noisy Book. New York: Harper & Row, 1939.

Brown, Margaret Wise, The Country Noisy Book. New York: Harper & Row, 1975.

*Buckley, Helen E., Grandmother and I. New York: Lothrop, 1969.

Burton, Virginia Lee, Katy and the Big Snow. New York: Houghton Mifflin, 1960.

Dawson, R. & R., A Walk in the City. New York: Viking, 1960.

DeRegniers, Beatrice, A Little House of Your Own. New York: Harcourt, 1955.

*Galdone, Paul, Little Red Riding Hood. New York: McGraw-Hill, 1974.

*Hawkinson, Lucy, Picture Book Farm. Chicago, Illinois: Children's Press, 1971.

*Hill, Elizabeth, Evan's Corner. New York: Holt, Rinehart, and Winston, 1967.

Keats, Ezra Jack, Apartment Three. New York: MacMillan, 1971.

*Keats, Ezra Jack, A Snowy Day. New York: Viking, 1972.

Lenski, Lois, Papa Small. New York: Walck, 1951.

Lenski, Lois, Let's Play House. New York: Walck, 1944.

McCloskey, Robert, Make Way for Ducklings. New York: Viking, 1941.

*Montgomery, Constance, Vermont Farm and the Sun. Honolulu: Crossroads, 1975.

*Schlein, Miriam, City Boy, Country Boy. Chicago, Illinois: Children's Press, 1955.

Tresselt, Alvin, Wake Up, City. New York: Lothrop, 1956.

Walters, M., The City/Country ABC. New York: Walker, 1975.

*Zolotow, Charlotte, One Step, Two. New York: Lothrop, 1955.

FILMS

Evan's Corner, BFA

SOUND FILMSTRIPS

A Snowy Day, Weston Woods.

White Snow, Bright Snow, Weston Woods.

Make Way for Ducklings, Weston Woods.

The Biggest Bear, Weston Woods.

* Available in classroom kits. Films and sound filmstrips should be ordered through your school library from the IMC.

SUGGESTIONS
FOR TEACHING
I

OBJECTIVES

Has a sense of direction (Notices directions of key spots in relationship to her/his home.)

No two places are exactly alike, each place looks somewhat different from other places.

MEDIA

*Books: *Charlotte Zolotow, One Step, Two.*

Charts: Map Symbols and Geographic Concepts Charts, Nystrom. (available in each school--contact principal.)

LEARNING ACTIVITIES

Read Charlotte Zolotow's One Step, Two. to the children. Ask the following questions:

1. Have you ever gone for a walk around your neighborhood? What did you see? (Try to draw many responses out of the children. Get as great a variety of responses as possible.)

2. What direction is your home from the school? Allow the children to respond by pointing if necessary.)

3. Along what streets do you travel on your way to school? (See if they know the names of the streets, but don't press.)

4. Have you ever traveled to different places? Were these places like your neighborhood or different? How were they different?

Make a display of postcards sent to children from different places.

Show pictures from the Map Symbols and Geographic Concepts Charts Kit.

SUGGESTIONS
FOR TEACHING
II

MEDIA

Books

Brenner, B., Barto Takes the Subway. New York: Knopf, 1961.

Brown, Margaret Wise, The City Noisy Book. New York: Harper & Row, 1939.

Brown, Margaret Wise, The Country Noisy Book. New York: Harper & Row, 1975.

Buckley, Helen E., Grandmother and I. New York: Lothrop, 1969.

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Walters, M., The City/Country ABC. New York: Walker, 1975.

*Zolotow, Charlotte, One Step, Two. New York: Lothrop, 1955.

LEARNING ACTIVITIES

Select titles from the book list to share with the children. It would be a good idea to keep the books available for a period of time, allowing the children to look at them at their leisure. These books provide a good overview of different neighborhoods.

SUGGESTIONS
FOR TEACHING
III

OBJECTIVES

Determines cardinal directions by looking at the sun.

Has a sense of direction (notices directions in school and neighborhood.)

LEARNING ACTIVITIES

Pick a sunny day. During the discussion period, preferably early in the morning, ask the children to locate the sun. Mark the wall nearest to that direction. (A picture of the sun taped to a window would be adequate.) Tell the children that this direction is called east.

Refer to the wall and the symbol for east on subsequent days. As you build concept of direction in later activities, this will provide a reference point for the children. (You can talk about "towards the direction that the sun comes up," or "away from the direction....")

Note: For afternoon kindergartens this activity will pose some problems. You might try a similar activity later in the day with the direction west. In that case you will have to reverse some of these instructions.

SUGGESTIONS
FOR TEACHING
IV

OBJECTIVES

Gains information by observing the world around him/her.

Understands the concepts of spatial location (site, position, situation) and diversity.

No two places are exactly alike. Each place looks somewhat different from other places.

Has a sense of direction (notices directions in school and neighborhood.)

LEARNING ACTIVITIES

Take a walk around the outside of the school with the class. (There should be no need to cross streets for this.) Allow yourself plenty of time. As you walk, have the children talk about the things they see. Point out such elements as lamp-posts, trees, traffic signals, fire hydrants, school entrances, flat or hilly land, etc. Note the names of the streets as you go by street signs. Note also the direction in which you are walking and the changes in direction that you take. Use the directional terms you developed earlier (East or "towards the direction where the sun rises," etc.) See if the children use other terms as well.

When you return to school have the children discuss the things they saw on the trip. (Ask open-ended questions; try not to tell the children.) Try not to structure the discussion too much, but keep it focused on the trip. The following questions might help to start the discussion:

When you were on the trip what did you see?
Where did we begin our trip?
In what directions did we walk?
In what directions did we turn?
Where did we end our trip?
Along which streets did we walk?
Where do these streets go?
Does anyone walk along these streets on his way to school?

SUGGESTIONS
FOR TEACHING
V

OBJECTIVES

Understands the concept of map.

Understands the use of symbols to represent reality: interprets symbols.

Has a sense of direction (notices directions in school and neighborhood.)

Gains information by using models.

MEDIA

*Compass

Unit blocks

Shelf paper

LEARNING ACTIVITIES

Using a part of the block area in the classroom, tape long pieces of dark colored shelving paper to the floor. Let these represent the streets around the school. Allow plenty of space for this. Have a small group of children use blocks to construct the school building in this space. Help the children orient their block building in relation to the true layout of the school building.

It would help to talk with these children about where the entrances are, where the kindergarten room is in relation to the building, which direction is east. As the children work it may be helpful if you ask questions about the representations the children are making. The children may want to put in the things they saw on their walk around the school, such as trees, stop signs, etc. The teacher may wish to label the streets represented by the shelf paper. If possible, the block building should be saved for several days.

At the end of the activity period have the children who worked on the structure tell the class about their construction.

SUGGESTIONS
FOR TEACHING
VI

OBJECTIVES

Compares distances (in general terms such as longer, shorter, or the same.)

Has a sense of direction (notices directions in relationship to own home.)

Has a sense of direction (uses landmarks in determining directions.)

Visualizes an image of a simplified map pattern of own town or neighborhood.

No two places are exactly alike. Each place looks somewhat different from other places.

MEDIA

Teacher-made map of the neighborhood.

Other maps of neighborhood.

LEARNING ACTIVITIES

Drawing on prior activities, discuss with the children their routes to and from school. Ask such questions as:

How far do you have to travel to come to school?
(Accept comparative responses.)
What directions do you walk (or ride) in traveling to school?
What streets (or roads) do you take?
What streets (or roads) do you cross?
What kinds of things do you see on your trip to school?
Do all the streets you use look alike? How are they different?

As the children respond, it might be helpful for the teacher to keep a record of some of the information offered by the children.

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVES

Understands the concept of map.

Understands the use of map symbols to represent reality; interprets symbols.

Orients a map in terms of directions.

MEDIA

Opaque projector

Mural paper

Small map showing neighborhood

LEARNING ACTIVITIES

The teacher should make a map of the school community for use in class. This can be done easily by using an opaque projector to project a map or portion of it onto a piece of mural paper. The map of the neighborhood can be traced easily from the projected image. The teacher can use an oil company map, a school district map, or a county map, whichever is available and appropriate. Lay the completed map on the floor or on top of a table. Orient the map so that the top of the map corresponds to north. The various streets need not be labeled. It would be a good idea to put a symbol representing the school in the appropriate spot on the map. Show the map to the children and ask:

Do you know what this is?
What does it show?
What do the lines stand for? The boxes? (other symbols?)
Does the neighborhood really look like this?
What does the square (or other symbol for school) stand for?

Try to elicit the responses from the children. If they find it difficult, offer your own responses. Relate the map to the walk around the block and the unit block structure developed earlier. Fill in the names of the streets surrounding the school on this map. Post the map in a relatively conspicuous spot to be used later. (Perhaps later put map on floor with east on the map facing west in the school. Have pupils orient it in the right direction, so that east on the map points east. Discuss purpose of doing so.)

SUGGESTIONS
FOR TEACHING
VIII

MEDIA

*Book: *Galdone, Little Red Riding Hood.*

LEARNING ACTIVITIES

Read Little Red Riding Hood to the children. Have them draw a rough map of her travels.

SUGGESTIONS
FOR TEACHING
IX

OBJECTIVES

Determines cardinal directions by using compass.

MEDIA

**Compasses*

LEARNING ACTIVITIES

Bring a simple compass to class and show it to the children. Talk about what it does. Relate the letters on the compass to the directions (east, etc.) that you have been discussing previously. Leave the compass in an available spot in the room. (It would be better if several compasses are available.) Check with the science coordinator. You may be able to borrow a few from him, or the children may be able to provide some. Have the children use the compass as they walk around the classroom and the play-yard.

SUGGESTIONS
FOR TEACHING
X

OBJECTIVES

Understands concepts of diversity-variability and pattern.

Gains information by observing the world around him.

Has a sense of direction (notices directions in school or neighborhood.)

MEDIA

Slides or pictures of places seen in walks in neighborhood.
(Cameras and film available from IMC.)

LEARNING ACTIVITIES

Take a series of walks through the neighborhood with the children. These can be relatively short. You should go in different directions each time.

The walks can be spaced so that no more than one or two walks are taken each week. On the walk, talk with the children about the things they see. Point out the directions in which you are walking and the relationship of where you are to where the school is. If possible take a camera along and take pictures (or slides) of the places and things you are seeing. If photos are already available, they can be used. These will prove to be invaluable later.

SUGGESTIONS
FOR TEACHING
XI

OBJECTIVES

No two places are exactly alike. Each place looks somewhat different from other places.

Has a sense of direction (notices directions in school or neighborhood.)

Compares distances (in general terms such as longer, shorter, or the same.)

Visualizes an image of a simplified map pattern of own neighborhood.

LEARNING ACTIVITIES

Upon returning to school discuss again the things you have seen on your walks. Try to get the children to describe those elements that were characteristic of the places you saw (streets with houses, lots of stores, bus stops, factories, farms, etc.) Have the children make comparisons of these streets with the other streets they have seen in the neighborhood. Use concepts of distance and direction in these discussions. (Distance can be dealt with in relational terms such as longer or shorter, and nearer or farther.)

Have children draw pictures of what they saw on their walks.

SUGGESTIONS
FOR TEACHING
XII

OBJECTIVES

Understands the use of symbols to represent reality; interprets symbols.

Identifies simple pictorial and semi-pictorial symbols.

Things can be located at specific points on the earth's surface.

Unevenly distributed phenomena form distinctive patterns on the map.

Understands the concept of map.

Gains information by using models.

Uses compass rose on the map to recognize directions.

LEARNING ACTIVITIES

Refer to the map you have put up of the neighborhood. Trace the routes of your walks on this map. Make symbols for some of the special things you have seen and put them in the proper place on the map. If you have taken pictures of these things, the pictures can be related to the symbols during later discussions. Have children note patterns on map.

SUGGESTIONS
FOR TEACHING
XIII

MEDIA

Unit blocks
Shelving paper
Cardboard boxes (small)
Toy trucks, cars, traffic signs, etc.

LEARNING ACTIVITIES

Using the block corner, again lay out strips of shelving paper to represent streets. This time represent a larger number of streets than before. Have the children begin to represent the neighborhood. They can use blocks to represent buildings and other elements in the community. They might be allowed to use cardboard boxes or other such things to represent some of the buildings. If there are special elements in the neighborhood such as a river, a freeway, a bridge or a park, the teacher can help the children represent them by using a variety of manipulatable symbols that she can develop.

It would be a good idea to let the construction extend over a few days and to save the building for a period of time. The children can be given a variety of accessories (toy trucks, cars, traffic signs, etc.) and can begin to manipulate these in their block structure. This play will allow them to see the interrelationship of the various elements in the geographic representation.

Have the children relate this block structure to the map that the teacher had made and posted previously. In the block structure the teacher could also label the streets and develop a simplified compass rose to show the directions represented in the structure. This rose can be related to the compass that the teacher had previously made available to the class. Ask children questions about directions in the block structure.

SUGGESTIONS
FOR TEACHING
XIV

OBJECTIVES

Places can be located in relationship to where we live in terms of their distance and direction from us.

Has a sense of direction (uses landmarks in determining directions).

Man changes his physical environment.

MEDIA

Neighborhood map
Pictures of children
Pins

LEARNING ACTIVITIES

The teacher had previously discussed the children's routes to school with them. It would be a good idea if she now traced these routes on the wall map. Look at the points of convergence of these routes as well as their origin. Also, ask the children to bring in small pictures of themselves. Children could then pin the pictures of themselves in the appropriate spots on the map and trace their routes to school.

At this point the map ought to show the school, each child's picture (representing a home location), the routes children take from home to school, the major streets and roads that children have walked along, as well as the important characteristics of the community that were discovered on the walks. The children will have acted as geographers in surveying their community and developing a representation of the community. They have begun to deal rudimentarily with distance and direction. They have also discovered and symbolized the elements of site and situation in spatially locating portions of the community and have discovered diversity and variability of the community. While they were taking walks through the neighborhood, the children may have seen buildings being built or torn down, streets being repaired or closed or other such processes. They would then have become aware of elements of change in the community.

SUGGESTIONS
FOR TEACHING
XV

OBJECTIVES

Evaluative Activity.

Understands concept of map.

Has a sense of direction (notices directions in relationship to his own home).

LEARNING ACTIVITIES

Have each child make a map of his/her room at home. What directions do the windows face? Parents can help with this.

OUR GLOBAL EARTH

UNIT II

INTRODUCTION

This first section of the Unit will deal with the global earth from several points of view. First it will deal with the concepts of geographic representation. In the previous section, children learned that they could represent a small know area on a map, and that each important element in that area could be symbolized. Now children will be introduced to two kinds of symbols: the globe, and the map. They will compare these and will use them both in locating places. A variety of practice activities will be developed for the children.

The second portion of this unit deals with site concepts. Children will be introduced to terms used to represent areas on the earth: land, water, island, mountain, ocean, sea, lake, river, valley. Through activities, pictures and other representations, they will be led to distinguish between these different land forms.

The final section of the unit will deal with some of the concomitants of globalism, e.g., fact that the earth is spheroid in shape and has certain characteristic movements (revolving and rotating) which affect our lives in specific ways. Day and night, the seasons, our system of time measurement, and our weather are determined by these basic movements.

OBJECTIVES

This unit should make progress toward developing the following:

Concepts

1. *Globalism*
2. *Site (landforms, water, climate)*
3. *Interrelatedness (migration)*
4. *Change (physical processes)*
5. *Map*
6. *Globe*

Generalizations

1. *The earth is spheroid.*
2. *The inclination and revolution of the earth around the sun result in seasons.*
3. *The rotation of the earth produces day and night.*
4. *Nature changes physical features of the earth; there are certain physical processes which recur.*

Skills

1. *Gains information by observing the world around him/her.*
2. *Gains information by studying pictures and films.*
3. *Gains information by listening.*
4. *Gains information by making, studying, and using models.*
5. *Has a sense of direction.*
   a. *Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole is always south.*
   b. *Notices directions in relationship to own town.*
6. *Locates places on maps or globe.*
7. *Can tell time by the clock and understands system of seconds, minutes, hours and days.*
8. *Understands the use of map symbols to represent reality.*
   a. *Interprets symbols.*
   b. *Recognizes symbols for land and water on map or globe.*
9. *Generalizes from simple experiments.*

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Tresselt, A., I Saw the Sea Come In. New York: Lothrop, 1954.

Tresselt, A., Sun Up. New York: Lothrop, 1949.

Tresselt, A., Wake Up City. New York: Lothrop, 1956.

Tresselt, A., Wake Up Farm. New York: Lothrop, 1955.

Tudor, T., Around the Year. New York: Walck, 1957.

Udry, J., Emily's Autumn. Chicago: Whitman, 1969.

Zion, G., All Falling Down. New York: Harper and Row, 1951.

Zion, G., Really Spring. New York: Harper and Row, 1956.

*Zolotow, C., Over and Over. New York: Harper and Row, 1957.

*Zolotow, C., Storm Book. New York: Harper and Row, 1952.

Zolotow, C., Summer Night. New York: Harper and Row, 1974.

SOUND FILM STRIPS

Seasons, Bobbs.

Down to the Beach, School Book Service.

The Green Grass Grows All Around, MacMillan.

The Big Snow, MacMillan.

The Snowy Day, MacMillan.

The Happy Day, Harper-Row.

The Tomten (winter in Sweden), Coward.

The Little Island (seasons), Doubleday.

City in Summer, MacMillan.

City in Winter, MacMillan.

Hide and Seek Fog, Lothrop.

Rain Drop Splash, Lothrop

Sun Up, Lothrop.

White Snow, Bright Snow, Lothrop.

Around the Year, Walck.

A Tree Is Nice, Harper Row.

STUDY PRINTS

The Earth, Home of People, Silver Burdett.

* Available in classroom kits. Sound filmstrips should be ordered through your school library from the IMC.

SUGGESTIONS
FOR TEACHING
I

OBJECTIVES

Understands concept of map.

Has a sense of direction (notices directions in relationship to own town).

Locates places on maps.

Understand use of map symbols to represent reality; interprets map symbols.

MEDIA

Road map of state or region.

*Books: *Rinkoff, A Map Is a Picture.*
Branley, North, South, East, and West.

LEARNING ACTIVITIES

Bring a road map of a large geographic area to class. (Such maps of states or areas are available from major oil companies.) Spread it on the floor or on a low table. With the children seated around the map, have them discuss the map and its purposes. Ask:

> Do you know what this is?
> What does it show?
> Can you find ... (the name of your city or town)?
> Have any of you taken a trip by car? Did you use a map like this one? Where did you go? In what direction did you go? How did you use the map?

Help the children point out the destinations of the trips mentioned on the map. Trace the routes taken on these trips on the map. Mount the map on the bulletin board and display it for several days. Allow the children to use the map freely to refer to their trips, to relate their travel to others, and for any other purpose that might arise.

Use the books A Map Is a Picture and North, South, East, and West to illustrate further the function of a map.

SUGGESTIONS
FOR TEACHING
II

OBJECTIVES

Orients large-scale map in its place on a small-scale map.

Recognizes symbols for land and water on map or globe.

Has a sense of direction (notices directions in relationship to own town).

Locates places on maps.

MEDIA

Beginners wall map of the United States.

LEARNING ACTIVITIES

Display a wall map of the United States. Point out the area where you live and the places children have visited on this map. Tell the children that this is a map of the United States. Compare it to the road map. Point out the area covered on the road map as it looks on the map of the whole country. Point out the cardinal directions on each map. Show the difference between land and water areas on the map. Point to each of the states on the map and mention their names. (Although the children won't remember these, this is a good introduction.)

If you have a set of the special crayons for marking on maps, you can mark the trips discussed earlier on this map. Note your own travels as well. As you draw these, talk about the direction of travel.

Allow children to post pictures of themselves on locations visited. "Plasti-Tac" is a good adherent because it can be removed without injuring the map.

SUGGESTIONS
FOR TEACHING
III

OBJECTIVES

Visualizes images of basic map patterns.

MEDIA

Map puzzle of the United States.

LEARNING ACTIVITIES

Present the Map Puzzle of the United States to the class. Show the children how to use it. Discuss its similarity to the posted map. Allow the children to use this puzzle as they would any puzzle. Be prepared however, to answer any geographic questions that may arise.

SUGGESTIONS
FOR TEACHING
IV

OBJECTIVES

Understands site concepts (landforms, water).

Gains information by making and using models.

MEDIA

Sand table

Modeling clay or papier-mache'

Toy boats, cars

LEARNING ACTIVITIES

Have the children talk about the topographic features of your community. What are its characteristics? Is it hilly, mountainous, or flat? Are there rivers or streams nearby? Are you near a coastline? Is there a lake near the school that can be seen or that children have visited? Use these specific characteristics to introduce the terms in topography that we want to teach. These will depend on the characteristics of the community. As the children use the terms, ask them to tell you what they mean. Allow some time during the activity period and have the children model the characteristics of the area. This can be done in the sand table. Slightly moist sand is good for this, although the modeling will be temporary. These features also may be modeled with clay. Don't worry about accuracy. If children can show depressions for valleys, and make crude hills and mountains, this would be adequate. Or fill sandtable with papier-mache'. Allow the children a few days of play, discontinue the play and let the papier-mache'dry. When dry, the children can paint it and play in it with small boats, cars, etc.

SUGGESTIONS
FOR TEACHING
V

OBJECTIVES

Gains information by listening.

MEDIA

*Book: *MacDonald, The Little Island.*

LEARNING ACTIVITIES

Read to the Class: The Little Island by MacDonald. After reading the book ask such questions as:

What is an island?
What did the cat find out about belonging?
Did you ever feel that you did not belong to anybody?
Are you attached to people?
Was the island attached to the world?
Are islands attached to the world?
Why do they look so separate?

Over a period of time, read other books to the children, asking similar questions afterwards to highlight the geographic concepts in the book.

SUGGESTIONS
FOR TEACHING
VI

OBJECTIVES

Gains information by observing the world around him/her.

Gains information by studying pictures and films.

Understands site concepts (landforms and water).

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVES

Gains information by making and using models

Understands site concepts (landforms and water).

MEDIA

Cake pans

Clay or molding dough

Varnish or lacquer

LEARNING ACTIVITIES

Gather a number of large cake pans of tin plate or aluminum foil. (The children may be able to bring some from home.) Have the children model representations of topographical phenomena in these pans, using modeling clay. (Such characteristics as rivers, islands, lakes, and mountains would be suitable.) Allow the models to dry thoroughly, then coat them with lacquer or varnish. These may then be used in children's play. Put in the block area.

Below is the recipe for molding dough which children could use instead to mold individual topographical areas in pie plates of foil or tin:

2 c. table salt	1 c. cornstarch
2/3 c. water	1/2 c. cold water

Mix salt and 2/3 c. water in saucepan, stirring until mixture is well-heated (2 to 4 minutes). Do not boil. Remove from heat and add cornstarch which has been mixed with 1/2 c. cold water. Stir quickly. Mixture should have the consistance of stiff dough. Keeps indefinitely if stored in plastic bag.

The children can be encouraged to integrate their models into block structures. Encourage cnildren to bring in some small plastic boats.

Allow the children to use water with their representations where appropriate, and let them play with the boats in the water. Integrating these representations into block and manipulative play will provide the children with opportunities to understand site concepts and to see the relationships between different site characteristics.

Have children make representations, similar to those above, using unit blocks. Blue shelf paper or plastic (oilcloth will also do) can serve to represent the water. Children should again be allowed to play through some of the relationships they see using block accessories. They might want to build bridges over rivers, or docking facilities along the edge of the lake. These are all legitimate activities and should be supported. Allow the play to be carried over for several days, if possible.

SUGGESTIONS
FOR TEACHING
VIII

OBJECTIVES

Gains information by listening.

Gains information by studying models.

The earth is spheroid.

The rotation of the earth produces night and day.

MEDIA

*Books: *Goudey, The Day We Saw the Sun Come Up*

Schneider, Follow the Sunset

Beginners globe

LEARNING ACTIVITIES

Read to the children Follow the Sunset or The Day We Saw the Sun Come Up. After reading this story, discuss with the children the idea of sunsets progressing around the world. Ask them if they have heard about those countries mentioned in the story. Do they know where these countries are? Produce the beginners globe. Point out the countries mentioned. Trace the path that the sunset takes across the globe.

SUGGESTIONS
FOR TEACHING
IX

OBJECTIVES

Understands concepts of globe and map.

Recognizes symbols for land and water on map or globe.

Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole is always south.

MEDIA

Beginners' globe

Beginners' map of the world

LEARNING ACTIVITIES

Again produce the globe. Ask the children what this is? Present the world map. Ask the children what this represents? How are these (the map and the globe) the same? How are they different? Discuss with the children the fact that the same areas are represented on the map and the globe.

Have several children hang the map on the wall. (Make proper provisions beforehand.) Ask the children to hang up the globe. Explain that although the globe is a truer representation of the world, it is not as handy at times (for storage etc.) as the map. On the map point out the water area and the land areas. Point these out on the globe. Also point to north and south on the map and globe. Have the children notice that while North is a point on the globe, it is represented by the whole upper side of the map. Show the same for the South. Tell the children that the point on top of the

globe is the North Pole and the point at the bottom of the globe is the South Pole. Have the children point these out. Practice these terms with them. Turn the globe upside down. Have them notice that these two do not change even though the whole globe may move around.

SUGGESTIONS
FOR TEACHING
X

OBJECTIVES

Understands the concept of interrelatedness (migration).

Locates places on maps or globes.

MEDIA

World map or 30" Contoured Relief Globe

Small flags or toothpicks

Yarn

LEARNING ACTIVITIES

Ask children to bring in notes from home telling where they, their parents, and their grandparents were born. Use the world or national map to locate places of origin of each generation. You will find that interesting patterns of migration become evident. Make small flags with each child's name on one. Put these on tooth picks or match sticks and place these in a small piece of plasti-tac or a similar adhesive. Now put them in the appropriate places on the map. A piece of colored yarn from each of these to the location of the school community will highlight the movement patterns evident. (These can also be placed on the globe.)

Use this representation to talk with the children about migration. Why do people move to another community or country. Why did their parents move (if they did) to this community? If there have been some transfers out of your classroom to other schools because of moving, these can also be brought up here.

SUGGESTIONS
FOR TEACHING
XI

OBJECTIVES

Gains information by observing the world around him.

Nature changes physical features of the earth; there are certain physical processes which recur.

MEDIA

*Book: Zolotow, Storm Book.

Charts

Thermometer

Wind indicator

Barometer

LEARNING ACTIVITIES

Note: THE FOLLOWING ACTIVITIES, ALTHOUGH PLACED AFTER THE FORMER MAY BE CARRIED ON PARALLEL TO THEM. THESE SHOULD BE CARRIED ON THROUGHOUT THE SCHOOL YEAR. SOME, PARTICULARLY THOSE CONCERNED WITH CHANGING SEASONS, WILL HAVE TO BE TAKEN OUT OF CONTEXT OF THE REST OF THE UNIT AND DEALT WITH AT THE APPROPRIATE TIME. ALTHOUGH THIS MIGHT CREATE SOME DIFFICULTIES DUE TO A LACK OF APPROPRIATE BACKGROUND, IT MAY BE MORE MEANINGFUL THAN SOME OF THE MORE TRADITIONAL WAYS OF HANDLING SEASONAL CHANGE IN THE KINDERGARTEN.

Have the children begin to make observations about the weather. Simple comparative statements would be adequate for temperature at first (e.g. It is warmer today than it was yesterday.) Have the children also notice cloud cover and precipitation that might exist. These can be recorded on a chart using simple symbols such as a sun for sunny, a cloud for cloudy, an umbrella for rain, a snowflake for snow, or any other appropriate symbols the teachers wish to use. Keep a day to day log of these and have the children refer to this log periodically. Let them compare the weather over a period of time and look for seasonal changes. Try to elicit such statements from the childreh as: "It seems to be getting colder." and "We have had a lot of rain all week."

Introduce the children to simple weather instruments: a large thermometer, a wind indicator, and possibly a barometer might be used. With the children, begin to read these instruments daily. Also record the weather from a reading of the instruments.

Have the children view weather reports on television at home. Ask them to remember the weather forecasts and other parts of the program. Compare weather reports on these programs with the readings you take on your instruments. See the forecasts done briefly each morning. You might also wish to bring in weather maps to the class to show how the weather travels. If one of the older classes in your building has a weather station, you might take a trip with your class to view it. Invite the older children to report on what they are doing.

Share Charlotte Zolotow's Storm Book with the children.

SUGGESTIONS
FOR TEACHING
XII

OBJECTIVES

Understands concept of globalism.

The inclination and revolution of the earth around the sun results in seasons.

Gains information by observing the world around him.

Gains information by studying pictures and films.

Nature changes physical features of the earth; there are certain physical processes which recur.

MEDIA

Books: *Adelson, *All Ready for Summer.*
*Adelson, *All Ready for Winter.*
*DePaola, *Charlie Needs a Cloak.*
*Tresselt, *Autumn Harvest.*
*Tresselt, *Hi, Mr. Robin.*

Globe

Bulb or Flashlight

Appropriate Sound Filmstrips

LEARNING ACTIVITIES

When the seasons change, develop the following set of activities.

Use appropriate sound filmstrips and books. (See lists under media for this unit.)

Talk with the children about what is happening.

When observable changes are taking place in your area (weather trends that the children can see or changes in natural activities, such as in birds or flowers or the leaves of the trees), have the children observe and talk about these changes. Take walks through the neighborhoods to observe such changes taking place.

Also help the children deal with some of the changes they would not generally see. Ask Such questions as:

What is happening to the days?

Are they getting longer or shorter?

Relate these changes to the earth revolving around the sun and to its inclination. Point out the place where you live on the globe. Using a bulb to represent the sun, move the globe around the bulb. Be sure the globe is inclined. Show the children that, although the earth may be the same distance from the sun, changes in the angle of the sun's rays will take place during these revolutions. Relate these to the changing season. (Don't expect total comprehension. At this time you are only introducing the idea. It will be reviewed and expanded in later grades.)

SUGGESTIONS
FOR TEACHING
XIII

OBJECTIVES

Understands the concept of globalism.

The earth's rotation produces day and night.

Gains information by listening.

Generalizes from simple experiments.

MEDIA

*Goudey, The Day We Saw the Sun Come Up

Schneider, Follow the Sunset

Globe

Stick

LEARNING ACTIVITIES

Reread Follow the Sunset or The Day We Saw the Sun Come Up. Discuss with the children the idea that the sun sets and rises at different times. in different parts of the world. Use the globe once more to illustrate this idea. Ask the children why they think it occurs. Try at this point to elicit many varied responses, but pick up inconsistancies in children's thinking. Accept temporarily any response that seems to be logically sound and that also explains all the facts the children know.

Mount a stick in the play yard at the beginning of the day. Mark off the stick's shadow. (Choose a sunny day for this.) Come back at half-hour intervals and again mark off the shadow. Ask the children what happened to the shadow. Ask them to explain what happened. Repeat the activity on succeeding days, asking the same question. Again try to elicit many responses. If you cannot use the play yard and you have a sunny room, you could mark the length of the ray of sunlight coming in an uncovered window in a similar fashion.

Ask the children to observe where the sun is in the morning and where it is in late afternoon. Ask: What is happening?

SUGGESTIONS
FOR TEACHING
XIV

OBJECTIVES

Gains information by studying models.

MEDIA

Globe

Electric bulb or flashlight

Stick

LEARNING ACTIVITIES

Using a globe and a flashlight or electric bulb, illustrate the way in which the earth rotates and the way in which different parts of the earth appear in the light or darkness at any particular time. Have the children relate this to the rising and setting of the sun, and to the ways in which shadows change and the sun moves across the sky each day. Let the children verbalize the relationship of time to the movements of the earth. (You may have to help them with this.) By putting a stick on the globe and observing its shadow change you might be helping the children visualize the relationship.

SUGGESTIONS
FOR TEACHING
XV

OBJECTIVES

Can tell time by the clock and understands system of seconds, minutes, hours, and days.

MEDIA

Clock

Hourglass

Cooking timer

LEARNING ACTIVITIES

Present a large clock and hourglass (a 3-minute egg timer or a large hourglass) and a windup cooking timer to the class. Talk with them about what each is, what each does and how it works. Ask the children if it is important to know what time it is. (Relate it to their coming to school on time or not missing a favorite TV show.) Ask if they think it is important to know how long something takes. (Relate it to a cooking experiences or time schedules in school.) Discuss with the children the time they come to school, the time they get up, and how they know these times. Talk about the different ways of measuring that people use. Use the various timing devices to measure the duration of activities (e.g. how long it takes to read a story) and to set limits on activities (e.g. five minutes until cleanup time). Compare the different time measuring devices. Keep some of these in the classroom for exploration and experimentation by the children.

SUGGESTIONS
FOR TEACHING
XVI

LEARNING ACTIVITIES

Use study prints 17-21, 25, 27, and 30 to reinforce the concepts introduced in earlier activities.

A HOME OF VARIED RESOURCES

UNIT III

INTRODUCTION

This section of the kindergarten social studies program is an attempt to introduce children to the variety and diversity that is found in various places. In order to do this, we first have the children view their own community. We point out the differences that can be found in every neighborhood within a distance of only a few blocks. Some of this is the product of natural phenomena. A good portion of this diversity, however, is caused by an attempt to order the environment to make for efficiency and comfort.

Once children can visualize this diversity, they can be helped to see that the larger community of the world just like their own community, is organized to provide different things for people. As they see the interdependence of different elements in their community, they can also be helped to see the interdependence of different parts of the world. Many of the things that are produced in our community go to other regions to be consumed.

The children can also be introduced to some of the causes of this interdependence. The fact that we do not have the resources we need immediately in our community is one of the reasons for this interdependence. We have to go outside our community, not only for the exotic things in our lives, but even for everyday things such as gasoline and bread. This is an important thing for people to understand. When presented in concrete ways, such information should help children understand such concepts as diversity and interrelatedness.

The first activities are aimed at teaching the child about diversity and variability as well as about the interrelatedness of geographic areas. These activities will highlight our dependency upon resources available in other communities. Since communities vary so much in terms of their areas of dependency, the teacher should feel free to modify these activities to highlight the distinctive characteristics of her own community.

In order to relate these concepts to the immediate lives of the children, the next section of this unit is broken into two tracks. The first track is for the city child, the second for the rural child. Suburban areas can use activities from both tracks, since they seldom produce any commodities and are dependent upon the outside world for all of life's necessities. The last section of the unit is for children in all types of communities.

OBJECTIVES

This unit should make progress toward developing the following:

Concepts

1. *Diversity or variability (areal differentiation)*
2. *Interrelatedness--spatial interaction (interdependence)*
3. *Spatial location*

Generalizations

1. *No two places are exactly alike. Each place looks somewhat different from other places.*
2. *The people who live in one community depend upon each other for different goods and services.*
3. *People depend upon other communities and countries for certain goods and services.*
4. *Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.*
5. *Things can be located at specific points on the earth's surface.*
6. *Places can be located in relationship to where we live in terms of their distance and direction from us.*

Skills

1. *Gains information by observing the world around him/her.*
2. *Locates places on maps or a globe.*
3. *Notices directions of places in relationship to his/her own home, town, state, and country.*
4. *Compares distances (in general terms such as longer, shorter, or the same).*
5. *Generalizes from data or simple experiments.*

EDUCATIONAL MEDIA

BOOKS

*Benson, Christopher, Careers with the City. Minneapolis, Minnesota: Lerner, 1974.

Brown, David, Someone Always Needs a Policeman. New York: Simon & Schuster, 1972.

Corces, Lillian, The City Book. New York: Golden, 1972.

Green, Carla, What Do They Do? Policemen and Firemen. New York: Harper, 1962.

Meshover, Leonard, You Visit a Post Office/Telephone Company. Westchester, Illinois: Benific, 1965.

Robinson, Barry, On The Beat: Policemen at Work. New York: Harcourt, 1968.

Rockwell, Harlow My Doctor. New Jersey: Macmillan, 1973.

Rockwell, Harlow, My Dentist. New Jersey: Macmillan, 1975.

*Scarry, Richard, Hop Aboard! Here We Go! New York: Golden, 1972.

*Schwartz, Alvin, The Nightworkers. New York: Dutton, 1966.

Wright, Ethel, Saturday Walk. Reading, Massachusetts: Young Scott, Division of Addison Wesley, 1954.

STUDY PRINTS

The Earth, Home of People, Silver Burdett.

Police Department Helpers, SVE.

Fire Department Helpers, SVE.

Hospital Helpers, SVE.

*Neighborhood Helpers, SVE.

Postal Helpers, SVE. (Available from IMC)

Dairy Helpers, SVE. (Available from IMC)

Supermarket Helpers, SVE. (Available from IMC)

SUGGESTIONS
FOR TEACHING
I

OBJECTIVES

Understands the concepts of diversity and spatial location.

No two places are exactly alike. Each place looks somewhat different from other places.

Things can be located at specific points on the earth's surface.

Locates places on maps.

The people who live in one community depend upon each other for different goods and services.

Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

MEDIA

Wall map of the community

Transparency

Overlay map of community

STUDY PRINTS: *The Earth, Home of People and Neighborhood Helpers*

LEARNING ACTIVITIES

Display the map of the community and present it again to the children. Ask them to refer to the places on the map where we can find stores. If there are factories in the community, ask the children to point out the places where there are factories. Where are people's homes located? Have the children point out bus lines, train tracks, or other avenues of transportation. (It might be helpful to take a walking trip around the neighborhood again at this time if you want to refresh the children's memories on some of the details of the community.) If possible, reproduce the map on a transparency to be used with overhead projector. Using overlays, make a set of transparencies that show all of the distinct characteristics of the neighborhood such as those mentioned above. This will allow you to deal with just a single area in the neighborhood or several of these at once.

Ask the children the following questions:

Where would you go if you wanted to buy food, clothing or other things? (Have children point to places on the wall map. Then project the transparencies and the appropriate overlay.)

Where would you go if you wanted to . . . (downtown, etc.)?

Where would you go if you wanted to buy gasoline for your father's car?

Ask additional questions aimed at having the children point out the varied resources in the community and their geographic location.

Now ask the following questions mainly to have children begin to reflect on causality. Try to elicit a wide variety of responses to each question.

Why are all the stores located on one block (or center or area)?
Why are the houses different locations than the stores?
Why are some streets better to drive to than others?
Why do the busses go along some streets and not along others?

Use study prints 12, and 26-29 of Earth, Home of People and Neighborhood Helpers set to show how interdependent humankind really is. Books that relate to different careers would also be appropriate to share at this time.

SUGGESTIONS FOR TEACHING II

OBJECTIVES

People depend upon other communities and countries for certain goods and services.

Gains information by observing the world around him.

Generalizes from data.

The people who live in one community depend upon each other for different goods and services.

Places can be located in relationship to where we live in terms of their distance and direction from us.

Locates places on maps or a globe.

Notices directions of places in relationship to his own home, town, state, and country.

Compares distances (in general terms such as longer, shorter, or the same).

No two places are exactly alike. Each place looks somewhat different from other places.

Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

MEDIA

Map of community
World map or globe

LEARNING ACTIVITIES

Plan for a trip to a supermarket at this time. Discuss the things they should look for in the store. e.g. What kinds of foods will we find? What other products are we likely to find? How will these products be processed or prepared? (e.g. dried, canned, frozen, fresh) Where does the supermarket get its food?

Take the children on a trip to a local supermarket. Arrange the trip ahead of time with the supermarket manager. Ask to be allowed to watch food being unloaded from trucks in back of the supermarket. You might wish to relate

this trip to some other experience you are having. If you will be doing some cooking or baking or preparing for a parent visit, the trip can have a dual purpose. If there are not other special occasions planned, obtain some food at the supermarket that comes from far away (e.g. Hawaiian pineapple, Mandarin oranges from Japan) to share with the children as a treat back at school.

Back in the classroom, discuss the trip with the children. Ask the children what they saw in the supermarket. Ask them if they know where these things came from. Refer to the trucks. Why did they need big trucks to bring food to the supermarket? Also ask: How does the supermarket help us?

Refer back to the trip you took of your neighborhood. Use the map again. Ask if the foods seen in the supermarket are produced in the neighborhood? Why not? Stress the fact that many of the things we need in order to live come from far away. Bring out your pineapple (or whatever you bought). Display on the world map or globe where this food came from. Trace the trip it took. Note distance and direction as well as travel over land and water. Also show picture of place where grown. You might want to share the fruit with the children as a treat.

SUGGESTIONS
FOR TEACHING
III

OBJECTIVES

People depend upon other communities and countries for certain goods and services.

Gains information by observing the world around him.

Places can be located in relationship to where we live in terms of their distance and direction from us.

Locates places on maps or a globe.

MEDIA

Map of U. S.
Map of State
Map of World
Globe

LEARNING ACTIVITIES

If there is a small plant or factory in your neighborhood or within trip distance, have the children visit the plant. Let them observe the process of manufacturing. Ask the manager or guide to talk with the children. Ask him if his workers use all of the things made in the factory? Do the products all stay in the community? Where is his merchandise sold? Where does he get his raw materials? (The nature of the plant is less important than the fact that the plant might get its materials from outside the community and distribute its products outside the community.)

Back at school review the trip taken to the factory. Talk with the children about the product made and where it is distributed. Trace the distribution

of merchandise on an appropriate map. Stress the fact that just as we get things we need from far away, many of the things we make in the community are used by others far away.

SUGGESTIONS
FOR TEACHING
IV

OBJECTIVES

Understands concepts of interrelatedness and spatial interaction.

People depend upon other communities and countries for certain goods and services.

The people who live in one community depend upon each other for different goods and services.

Gains information by observing the world around him.

People depend upon other communities and countries for certain goods and services.

Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

We can locate things at specific points on the earth's surface.

Places can be located in relationship to where we live in terms of their distance and direction from us.

Locates places on maps or a globe.

Notices directions of places in relationship to his own home, town, state, and country.

Compares distances (in general terms such as longer, shorter, or the same).

MEDIA

Map of community
World map or globe

LEARNING ACTIVITIES

Prepare the children for a trip to the hardware store. This might be in conjunction with some other activities in the classroom such as buying nails for the woodwork table or supplies for the housekeeping area. Talk about the trip. Ask the children: What kinds of things are found in a hardware store? Why do we need hardware stores? Who runs the hardware store? Who buys things at the hardware store?

Take the children to the store. Observe the things in the store. Look at the labels of things for places of origin. Read these to the children (e.g. Made in U.S.A., Made in West Germany, Made in Japan, Produces in New Haven, Conn.) Talk with the manager or owner about where he gets his merchandise and where the original goods come from. Ask him who buys in his store and why they buy things in his store. Purchase an inexpensive item from a distant country.

Back at school discuss this trip. Ask the children if they can recall the things they saw at the store and where they came from. Refer back to the trip you made of your neighborhood. Bring out the map that the children used at that time to refresh their memories. Ask if the products seen in the hardware store are made in the neighborhood? Why not? Stress the fact that many things we need in order to live come from far away. Bring out the item you have purchased in the store. Display on the map or globe or the world the place of origin of this item. Trace the trip it took. Note distance and direction as well as travel over land and water. Leave the item displayed in a prominent place.

SUGGESTIONS
FOR TEACHING
V

OBJECTIVES

People depend upon other communities and countries for certain goods and services.

Gains information by observing the world around him.

Locates places on maps or a globe.

People depend upon other communities and countries for certain goods and services.

MEDIA

Map of state
Map of U. S.
Map of World

LEARNING ACTIVITIES

Visit a small farm. Have the children walk around to see what is produced on the farm. (The nature of the farm is not important.) Talk with the farmer. Ask him what he does with the product he raises. Does he consume it all? Where is the market he uses? Who uses what he produces?

Back at school, review the trip taken by the farmer's produce. Trace on an appropriate map the trip that the farmer's produce takes to market and possibly to the consumer. Stress the fact with the children that just as we many things we need from far away, many things that are produced in a community are sent far away for someone else's use.

SUGGESTIONS
FOR TEACHING
VI

OBJECTIVES

Understands concepts of interrelatedness and spatial interaction.

People depend upon other communities and countries for certain goods and services.

We can locate things at specific points on the earth's surface.

Locates places on maps or a globe.

Generalizes from data.

MEDIA

Table
World Map
Yarn
Pins

LEARNING ACTIVITIES

Bring in a few toys that were produced in foreign countries. If you do not have any at home, many such toys are available inexpensively in dime stores and toy stores. (e.g. paper kites from Japan mechanical and battery operated toys and games from Japan puppets and stuffed animals from Germany toy cars and trucks from England. Other toys from distant lands are easily available.)

Show these to the children. They are probably familiar with some of them and will be able to tell you where they come from. After you have discussed the toys and their places of origin, ask the children if they can each bring something from home that comes from another country. They could bring their own toys or they could bring other things they have at home.

Have the children display the toys that they bring and tell the class what each is and where it comes from. Set up a display of these things on a classroom table. Over the table mount a map of the world. Stretch pieces of yarn from each item on the table to the country of origin on the map. Pins will hold the yarn in place. Other things children bring into the classroom might also be located on the map in terms of the place of origin. (e.g. British woolens, Irish lace, Japanese silk, Italian shoes, Indian madras cloth, clothing produced in other lands.) Ask: What does this map and display show us?

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVES

Understands concepts of diversity, spatial location, interrelatedness.

People depend upon other communities and countries for certain goods and services.

Locates places on maps.

The people who live in one community depend upon each other for different goods and goods and services.

MEDIA

Pictures of community water sources
Pictures of oil pipe lines and of railroad cars loaded with coal.
Map of United States

LEARNING ACTIVITIES

If your community has a central water supply, use this activity: open up the tap in the sink. Ask children where the water comes from. See if the children can get the idea that water comes from a source even more basic than the faucet. Take a trip to the basement of the school building. Try to trace the water pipes to their place of entry. Ask the custodian to help you.

Also look at source of heat while in boiler room. Locate gas and/or coal field on map of the U. S. Ask: How do you think these materials travel to us? Show pictures of pipe lines and of coal on railroad cars. Or tell pupils how it does come to their town.

Talk with the children ab out the many things that are underground in your community. Talk about the source of water that your community has. Some places use a common well, others use a nearby lake or river. Some cities need to go far away for their water resources. Ask the children to find out where the water in their houses comes from. Ask them to have their fathers or mothers show them the water supply source in their houses. If possible obtain pictures of water supply source in your community. Local agencies will help you with this. Show these to the children, explaining that we need to get water from some place outside the house and school and bring it in by pipes.

SUGGESTIONS
FOR TEACHING
VIII

OBJECTIVES

Understands concepts of diversity, spatial location, interrelatedness.

People depend upon other communities and countries for certain goods and services.

Gains information by observing the world around him.

Places can be located in relationship to where we live in terms of their distance and direction from us.

Locates places on maps or a globe.

Notices directions of places in relationship to his own home, town, state, and country.

Compares distances (in general terms such as longer, shorter or the same.)

Some things can be produced or sold better in one place than another because of access, climate, resources, people's skills, etc.

MEDIA

Map of U. S.
World map

LEARNING ACTIVITIES

Visit a gasoline filling station in your neighborhood. Watch the filling station attendant as he puts gas and possibly oil in the car. Ask him where he keeps his gasoline? Ask: Why is it stored underground? Where do you get it? If possible schedule the trip so that you can see the large tank truck delivering gas to the station. Ask the man where the gasoline comes from. Back at school, locate sources of gasoline on a map of the U. S.

Read to the children about the places where oil and gasoline originate. Show pictures of drilling for oil and refining it. Refer to your map of the world. Mark on the map the places that oil comes from (southwest U.S., Venezuela, Persian Gulf area.) (Note general direction and distance from home town.) Show the trip the oil has to make before it comes to the filling station. Talk about the need for oil to make gasoline so that cars all over the United States can run. Also ask: Why don't we make our own oil and gasoline in this town?

SUGGESTIONS
FOR TEACHING
IX

OBJECTIVES

Understands concept of interrelatedness.

Generalizes from data or simple experiments.

The people who live in one community depend upon each other for certain goods and services.

People depend upon other communities and countries for certain goods and services.

Locates places on maps.

Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

MEDIA

Map of U. S.

LEARNING ACTIVITIES

In a Health Food shop you can buy raw whole wheat berries. Purchase these and bring them to school. Tell the children what they are. Show them on a map where they come from. Borrow a blender. You can have the blender grind out a coarse flour. When sifted this can be used to bake bread. If cooking facilities are available in the school, bake a loaf. Use a standard recipe. Allow the children to participate in the preparation. You might want to use store-bought flour for a parallel dough-making experience. Have the children taste the bread. Have them also buy a loaf of bread in a store. Time the purchase of the bread as well as the production process. Also have the children measure the bulk of the wheat and flour made.

If you are not in a flour-milling town, check on the origin of the flour you bought. Note the origin on the map of the United States. Point out where the wheat was grown. Ask the children: Do we grow wheat in our neighborhood? Is flour made in the neighborhood? Where do we get the wheat and the flour? Point out that the food we get often comes from far away. Talk about some of the reasons why this happens.

SUGGESTIONS
FOR TEACHING
X

OBJECTIVES

Understands the concept of interrelatedness.

People depend upon other communities and countries for certain goods and services.

Locates places on maps or a globe.

No two places are exactly alike. Each place looks somewhat different from other places.

LEARNING ACTIVITIES

Arrange a tasting party in school. As a snack, provide children with a variety of foods from far away. Many of these foods can be found in the local supermarkets. Some will be found in gourmet or specialty food shops. Others can be purchased in the foreign food shops that are available in many communities. Foods to be tasted can include:

Pineapple from Hawaii
Mandarin oranges from Japan
Lychee (dried or canned) from Hong Kong
Coconuts from anywhere in the tropics
Bananas from Latin America
Cheese from France, Holland, Switzerland, and the Scandinavian countries
Swiss chocolate and many more

Give each child a very small taste of each food. As the foods are presented, talk about the places from which they come. Point these places from which they come. Point these places out on the map. Show pictures of some of the places where the food is grown. How are the places different from each other? From where we live? Stress the fact that many of the foods we eat (and not necessarily the exotic ones only) come from far-away lands, as do many of the other products we use regularly.

SUGGESTIONS
FOR TEACHING
XI

OBJECTIVES

People depend upon other communities and countries for certain goods and services.

Locates places on maps or a globe.

We can locate things at specific points on the earth's surface.

Places can be located in relationship to where we live in terms of their distance and direction from us.

MEDIA

Chart paper
Magazines
Yarn or ribbon
World map

LEARNING ACTIVITIES

Make a large chart, labeled "We Get The Things We Need From Many Places". (This can be done in two parts flanking a world map.) Have the children cut pictures out of old magazines of things they use that come from far away. Post them on the chart. Label each. Run a ribbon or yarn from the picture to the proper place on the map. When completed, discuss the chart with the children. Perhaps ask: Which of these products has to come the longest distance to reach us? In what direction would we have to go to reach the place where _____ is produced?

PEOPLE CHANGE THE EARTH

UNIT IV

INTRODUCTION

This unit makes use of the school neighborhood, the community as a whole, and children's books and sound filmstrips to show how people change the earth. Children examine the machines that enable people to bring about these changes. Some unit activities are designed to enable children to see the changes that have occurred over a period of years and thus begin to develop a sense of the passage of time. The unit includes activities that deal with natural as well as human changes in the environment and their resultant impact.

OBJECTIVES

This unit should make progress toward developing the following:

Concepts: Change, machine

Generalizations:

1. People change the physical environment.
2. Nature changes the physical environment.

Skills:

1. Gains information by listening and noting details.
2. Gains information by studying pictures, films, and filmstrips.
3. Gains information by using models.
4. Gains information by observing the world around him/her.
5. Has a sense of the passage of time.

EDUCATIONAL MEDIA

BOOKS:

Bates, N., Who Built the Bridge. New York: Scribner, 1954.

Bates, N., Bulldozers, Loaders, and Spreaders. New York: Doubleday, 1974.

*Burton, V., The Little House. New York: Houghton Mifflin, 1942.

*Burton, V., Mike Mulligan and His Steam Shovel. New York: Houghton Mifflin, 1939.

*Greenvale School, Ninth Grade English Class, Bulldozers, Loaders, and Spreaders. New York: Doubleday, 1969.

*Hoban, R,, What Does It Do and How Does It Work. New York: Harper Row, 1959.

Hoban, R., Dig, Drill, Dump, Fill. New York: William Morrow, 1975.

Hoban, R., Push, Pull, Empty, Full. New York: MacMillan, 1972.

*Peet, B., Farewell to Shady Glade. Boston: Houghton Mifflin, 1966.

*Rockwell, A., Machines. New York: MacMillan, 1972.

*Zaffo, G., The Big Book of Building and Wrecking Machines. New York: G & D, 1968.

*Zion, G., Dear Garbageman. New York: Harper Row, 1957.

SOUND FILMSTRIPS

Tool Chest, MacMillan.

Mike Mulligan and His Steam Shovel, Weston Woods.

The Little House, Weston Woods.

Farewell to Shady Glade, Weston Woods.

Toolbox, MacMillan.

Rain Drop Splash, Weston Woods.

STUDY PRINTS

*Pictures of Chelmsford as it was years ago.

*Available in classroom kits. Sound filmstrips should be ordered through your school library from the IMC.

SUGGESTIONS
FOR TEACHING
I

OBJECTIVES

People change the physical environment.

Has a sense of the passage of time.

Gains information by listening and noting details.

MEDIA

*Books: *Burton, The Little House.*

LEARNING ACTIVITIES

Read to the children The Little House. Ask questions such as the following:

What happened to the little house?
Did it move from the city to the country?
What was changing in the story?

Try to elicit from them the concept of change over time as well as the sequence of change described in the story.

SUGGESTIONS
FOR TEACHING
II

OBJECTIVES

Gains information by observing the world around him/her.

LEARNING ACTIVITIES

Locate some area in your community where observable change is taking place. This could be a building going up or one being torn down, a highway being built or rebuilt, an area of farmland that is being subdivided for homes or a reforestation project. Have the children visit the project and observe the work being done. If possible, have a supervisor or guide talk briefly about the project. Have him/her tell about why the project is taking place as well as what the site looked like before the project began and what it will look like upon completion. If possible, make slides to show what it looked like in the early stages of change. Arrange visits to the same project to see progress taking place in order that children can experience change over time. As you return, have the children remark about changes in relation to the passage of time.

If a trip such as the above is not possible, invite an individual involved in the above type of project to bring slides into the classroom and describe the project to the children.

SUGGESTIONS
FOR TEACHING
III

OBJECTIVES

Gains information by using models.

MEDIA

Such toys as: small plastic earthmovers, bulldozers, roadscrapers, dump trucks, derricks, tractors, and loading conveyor

and/or

larger toys that children can sit on and use, such as:

scoop excavator, swing dump truck, crane, fork-lift truck, and wheelbarrow.

LEARNING ACTIVITIES

Provide children with toys representing the kinds of machines that they saw on the project as well as others that are used to change the face of the earth. (Children would also enjoy bringing to school their own toys of this kind.) These would include cranes, bulldozers, dump trucks, etc. Provide these toys for play activitiy purposes in the sand table and in the block activity area. Talk about their uses. After the trip the children will probably use these in legitimate ways. As the play progresses, you might wish to inject a few questions such as:

Who uses the...(name the machine)?
What is it used for?
Why is such a machine used? Couldn't people dig with shovels (or carry on their backs, etc.)?
How does the machine work?

Allow the children to play with these toys over a period of time.

SUGGESTIONS
FOR TEACHING
IV

MEDIA

*Books: *Zaffo, Big Book of Building and Wrecking Machines.*

LEARNING ACTIVITIES

Show children pictures of building and wrecking machines. Talk about each of them with the children. Relate these pictures to the machines the children have seen, either on the trip or in their prior experience. Talk about the names of each machine as well as what it does and how it operates. Try to get the children to discuss the need for machines to do heavy work.

SUGGESTIONS
FOR TEACHING
V

OBJECTIVES

Gains information by studying films and filmstrips

Gains information by listening and noting details

MEDIA

*Books: *Hoban, What Does It Do and How Does It Work.*

**Rockwell, Machines.*

Sound Filmstrips: Mike Mulligan and His Steam Shovel.
Tool Box.
Tool Chest.

LEARNING ACTIVITIES

Show sound filmstrip Mike Mulligan and His Steam Shovel. Talk about the uses of machines. The sound filmstrips, Tool Chest or Tool Box, may be used to illustrate how simple machines help people do work. The books, Machines and What Does It Do and How Does It Work, may also be read and discussed at this time.

SUGGESTIONS
FOR TEACHING
VI

OBJECTIVES

People change the physical environment.

LEARNING ACTIVITIES

Identify a person in the community who has lived in the area for a long time, who has seen change taking place in the community, and who would be willing to tell the children about the community as it was long ago. This person might be a grandparent of one of the children or one of the retired persons in the community who has free time available. Ask the person to come to school and talk with the children about long ago. Ask him/her to describe what the neighborhood was like and how it changed; to talk about specific sites that the children would know and contrast these as they are today and as they were long ago. (If possible, ask him/her to bring old photos with him to show to the children.)

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVES

Gains information by studying pictures.

MEDIA

*Pictures of parts of the community as they were long ago.

Tercentenary Edition of Chelmsford Newsweekly. (Held in all schools; has several old pictures of Chelmsford.)

LEARNING ACTIVITIES

Bring in photos of the neighborhood as it was long ago and contrast them with the neighborhood as it is today. Sources of such pictures include:

1. Children's families--They might have photos of their area as it was long ago that you could compare with the photos of buildings now existing in the area.

2. Local newspapers--Often in their files, local papers have photos of sites of local significance as they were long ago. If these are available, there should be no difficulty in getting copies of these photos for your use.

3. Private collections--Other Teachers or persons you know who are amateur photographers may keep files of photographs or slides. They are generally more than willing to make these available.

4. Local governmental agencies--They often use films or photos as part of their records.

SUGGESTIONS
FOR TEACHING
VIII

OBJECTIVES

Has a sense of the passage of time.

MEDIA

Rope, marked off in years

Mural paper

LEARNING ACTIVITIES

Develop a mural-type time line and locate pictures on it according to time progression. A mural time line might depict your area before settlers arrived, early settlers' homes, homes at the turn of the century, present-day city life.

Another mural might show the development of the automobile or the airplane. Ask children: How have these methods of travel changed the appearance of our landscape?

SUGGESTIONS
FOR TEACHING
IX

OBJECTIVES

People change the physical environment.

Nature changes the physical environment.

Gains information by listening and noting details.

MEDIA

Books: Bates, Who Built the Bridge.

Burton, Mike Mulligan and His Steam Shovel.

Goodspeed, Let's Go To Watch a Bridge Going Up.

*Greenvale School, Ninth Grade English Class, Bulldozers, Loaders, and Spreaders.

Hoban, Dig, Drill, Dump, Fill.

Hoban, Push, Pull, Empty, Full.

*Peet, Farewell to Shady Glade.

Showers, Where Does the Garbage Go.

Tresselt, Rain-Drop Splash.

*Zion, Dear Garbageman.

Sound Filmstrip:

Farewell to Shady Glade.

LEARNING ACTIVITIES

Over a period ot time, bring in books that show the changes that take place in the physical environment, either those caused by people or by nature, as well as books about the way people change the earth. With each of these picture story books, stress the process of change that is highlighted in the book. Some of these deal with contrasts. Others deal with change itself. Use each book in its own appropriate way, being careful that you do not become so didactic that you lose the point of the story.

SUGGESTIONS
FOR TEACHING
X

OBJECTIVES

Gains information by studying pictures.

People change the physical environment.

Nature changes the physical environment.

LEARNING ACTIVITIES

Provide a variety of pictures showing children the ways in which people change the earth. Talk about what is happening in each picture and why people are ing these things. These pictures can include: mines, quarries, farms, reforestation projects (planting as well as digging), canals and locks (seaway or river), buildings, cities, homes, factories, highways, expressways.

Also show pictures of floods and tornadoes, etc., which illustrate ways in which nature changes the earth.

SUGGESTIONS
FOR TEACHING
XI

LEARNING ACTIVITIES

Have the children develop a series of books about change. They can dictate stories to the teacher or an upper grade student who will type them on a primary typewriter. They can also make their own illustrations. Use such titles as:

1. How the earth (neighborhood) looked long ago.
2. How the earth (neighborhood) will look in the future.
3. Machines we use to change the earth (neighborhood).

Each child can select a subject for a book. The books can be displayed and later sent home.

A WORLD OF MANY PEOPLE

UNIT V

INTRODUCTION

Please Note: This unit is not one to be taught at one time and then dropped. It should be spread out throughout the school year.

This section of the kindergarten social studies program has been developed to acquaint children with people that live around the world. Places across the globe will be introduced to the child through the medium of picture story books.

The literature with which we will be dealing is fictional. Some of it is realistic fiction, some of it is in the realm of fantasy. Each story must be enjoyed for its own value. Each must be savored primarily as an artistic experience. Using a good story to teach a lesson can work only when the lesson does not interfere with the story. Teachers, therefore, will have to use their artistry in keeping the story intact, in letting the children enjoy the story for its own sake and, at the same time, allowing the story to be used as a vehicle for telling about a distant place and the people who live in it.

It must also be noted that this section of the kindergarten program is not aimed at teaching a specific set of concepts, generalizations, or skills. It is rather a group of readiness activities designed to prepare children for learning about families around the world and the anthropological concepts about them that constitute the primary grade program.

OBJECTIVES

This unit should make some progress toward developing the following:

Concept: diversity

Generalizations

1. Ways of living differ from one part of the world to another.
2. All people, regardless of where they live, have many things in common.

Attitudes (To be developed by unit as a whole.)

1. Is curious about social data and human behavior.
2. Is sensitive to the feelings of others.

EDUCATIONAL MEDIA

BOOKS

Ayer, Jacqueline, Nu Dang and His Kite. New York: Harcourt, Brace, 1959.

Baker, Betty, Little Runner of the Longhouse. New York: Harper and Row, 1962.

Bemelmans, Ludwig, Madeline. New York: Viking, 1939.

Bemelmans, Ludwig, Madeleine in London. New York: Viking, 1961.

*Benchley, N., Red Fox and His Canoe. New York: Harper and Row, 1964.

Bulla, Clyde, Poppy Seeds. New York: Crowell, 1955.

Chonz, S., A Bell for Urali. New York: Walck, 1953.

Clark, A., Looking-For-Something. New York: Viking, 1952.

Cooper, E., Fish from Japan. New York: Harcourt Brace, 1969.

Ets, Marie, Nine Days to Christmas. New York: Viking, 1959.

Fatio, Louise, The Happy Lion. New York: McGraw Hill, 1954.

*Francoise, Jeanne-Marie Counts Her Sheep. New York: Scribner, 1957.

Francoise, Jeanne-Marie in Gay Parie. New York: Scribner, 1956.

Freeman, Don, The Guard-Mouse. New York: Viking, 1967.

*Gerson, M. J., Omotegi's Baby Brother. New York: Walck, 1974.

Handforth, Thomas, Mei Li. New York: Doubleday, 1938.

Keats, Ezra, Apartment 3. New York: Macmillan, 1971.

*Keats, Ezra, Hi, Cat! New York: Macmillan, 1970.

*Keats, Ezra, My Dog is Lost. New York: Crowell, 1960.

Lamorisse, The Red Balloon. New York: Doubleday, 1956.

*Lattimore, E., Little Pear. New York: Harcourt Brace Jovanovich, 1968.

*Leaf, Munroe, Story of Ferdinand. New York: Viking, 1969.

*Lindgren, Astrid, Springtime in Noisy Village. New York: Viking, 1965.

Leaf, Munroe, Story of Ferdinand. New York: Viking, 1969.

Matsuno, Masako, A Pair of Red Clogs. Ohio: Collins World, 1960.

Matsuno, Masako, Taro and the Bamboo Shoot. New York: Pantheon, 1974.

*Available in classroom kits. Films and sound filmstrips should be ordered through your school library from the IMC.

*Ness, E., Josefina February. New York: Scribner, 1963.

Nicleodhas, Sorche, Always Room for One More. New York: Holt, Rinehart, Winston, 1965.

Politi, L., Little Leo. New York: Scribner, 1951.

*Preston, L. E., Ching's Magic Brush. Minneapolis: Carolrhoda, 1973.

Reyher, B., My Mother is the most Beautiful Woman in the World. New York: Lothrop, 1945.

Robbins, R., Baboushka and the Three Kings. New York: Parnassus, 1960.

Salden, George, Sparrow Socks. New York: Harper and Row, 1965.

Sutherland, Efua, Playtime in Africa. New York: Atheneum, 1962.

Weil, L. The Hopping Knapsack. New York: Macmillan, 1970.

Wright, Ethel, Saturday Walk. New York: Young Scott Books, 1954.

Yashima, Taro, Seashore Story. New York: Viking, 1967.

FILMS

Why We Have Elections: The Kings of Snark, LCA.

Why We Have Taxes: The Town That Had No Policeman, LCA.

Why We Need Each Other: The Animals' Picnic Day, LCA.

Why We Use Money: The Fisherman Who Needed a Knife, LCA.

Why People Have Special Jobs: The Man Who Made Spinning Tops, LCA.

Why We Have Laws: Shiver Gobble and Snore, LCA.

Why We Need Reading: The Piemaker of Ignoramia, LCA.

Why We Take Care of Property: Planet of the Ticklebops, LCA.

SOUND FILMSTRIPS

Ola, Weston Woods.

Madeline's Rescue, Weston Woods.

Five Chinese Brothers, Weston Woods.

Wheel on the Chimney, Weston Woods.

Gilberto and the Wind, Weston Woods.

Story About Ping, Weston Woods.

The Story of Pancho and the Bull, Weston Woods.

The Cow Who Fell in the Canal, Weston Woods.

Christmas in Noisy Village, Viking.

Fish in the Air, Weston Woods.

Crow Boy, Weston Woods.

STUDY PRINTS

The Earth, Home of People, Silver Burdett.

SUGGESTIONS
FOR TEACHING
I

INTRODUCING THE STORY

Before each of the books is read, take a few minutes to talk about the people in the book and about the country where the story is located. This is an excellent time to practice the use of maps and globes. Allow the children to locate the place where the story is located or places mentioned in the story on a world map or globe. As you do this, talk about the distance of the foreign country from our own, the direction in which you would travel to get there and the way you might travel. Talk about some of the site characteristics of the country also. Tell the children about mountains, rivers, lakes and oceans of importance in and around the country.

Talk about the kind of climate.

SUGGESTIONS
FOR TEACHING
II

READING THE STORY

In reading the story the same techniques should be used as in reading any other story. The book should stand on its own merits at this point. Organize and arrange the group in a comfortable way. Be extremely careful in providing a situation where everyone can see the pictures, since this is an important source of information for the children.

SUGGESTIONS
FOR TEACHING
III

FOLLOW-UP

From the point of view of the social studies program this is one of the most important elements in the teaching procedure for this program. It is the procedure which will have to vary the most, depending upon the particular book that is being read to the children.

Each of the books will have a different potential for learning. Among the books on China, for example, The Story About Ping is simply a delightful story about a duck. Some discussion can be started about the fact that in China ducks are housed in boats, that they travel down the river stopping regularly to eat along the river banks, and that they are trained to

return to the boat at the end of the day. This is different from the way poultry is raised in our country. However, the book provides little information about the people of China. Such a book is presented primarily for enjoyment and as background for more informational experiences.

Little Pear is another book about China. This book is about a series of adventures of a young child. It has a wealth of information from which the teacher can cull many discussions and project a variety of verbal pictures about family life in China, at least as it was some years back. Such a story should be tapped again and again by the teacher who can relate many of the adventures of Little Pear to things that might happen to young children in this country. There is also much information about family life and the home of Little Pear.

Give this wide range of possible learnings, it is important for the teacher to know the goals of the program and the ways in which the concepts and generalizations might be approached through the specific content of each of the books. The teacher should attempt, therefore, to look for the possibilities in each of the stories and to use the information to answer such questions as these:

1. What are the people like in these stories?
   How is their behavior like the behavior of people in the U. S.?
   How is it different?

2. What kinds of family life do these people have?

3. What are their homes like?
   How are they like the homes the children know?
   How are they different?

4. What is the level of technology?
   Are there machines in the story?
   What role do animals play in the lives of the children?

5. How do the people in the story dress?
   Are their clothes similar to ours?
   Are they different in some ways?

Some of these questions can be raised immediately after the first time the story is read. Some of the stories should be repeated or referred to later. All of the books should remain in the classroom for a period of time and left in a bookshelf or library area so that children can refer to them on their own. Most of all, the follow-up should not be oppressive, making the children lose their enjoyment of books, but should be looked at and developed as a way of augmenting the child's enjoyment of each of the books used.

It is very important to handle the follow-up so that the children do not see everyone else as odd. Rather, they should see that what these people in other countries are doing is logical for them. Try to make sure that children understand why the things that happen make sense in these countries.

SUGGESTIONS
FOR TEACHING
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BASIC CONCEPTS FILMS

A delightful series of animated films that introduce children to some basic social science concepts and answer questions which children often hear or ask is available through the IMC. The films relate to concepts that the children will find in many of the books they have had read to them. This series should be used by employing the same guidelines stated above for books. With eight films in the series, they can be scheduled almost once a month.

SUGGESTIONS
FOR TEACHING
V

STUDY PRINTS

The study prints, The Earth, Home of People, can be used to illustrate the generalizations children develop about people around the world. Study prints 1-15 and 22-24 illustrate basic needs and cultural universals. Activities for enrichment are included in the guide which accompanies the prints.